



# Atherton Sacred Heart RC Primary School

## Behaviour Management

Good behaviour is embedded in the Catholic ethos of the school. It is our hope that all individuals thrive and go on to achieve their full potential. For this to happen, we rely on our pupils making a positive contribution to the school community and being caring towards and supportive of each other. For a vast majority of our pupils, this type of behaviour comes easily. However, while all children need clear boundaries, rewards and consequences, some of our pupils need much more intervention from adults to behave well. With a good reputation for discipline, sometimes parents choose Sacred Heart specifically for behaviour related reasons.

A variety of systems are in place to monitor and manage behaviour, this includes celebrating and rewarding good behaviour.

### Universal

#### TEAM [Together Everyone Achieves More]

In the first week, all classes to agree the school Code of Conduct and 'rules' to be displayed in class with a personalised class photograph:

- Always speak politely to everyone - show respect.
- Make it as easy as possible for everyone in your class to learn\*.
- We try to understand other people's point of view and if you cannot sort out your own disagreement responsibly, ask an adult to help sort it.
- Always move safely and quietly around the school.
- Play safely and fairly on the playground\*\*.
- Keep our school clean and tidy - be an eco pal!

#### \*Attitude to Learning/ Learning Behaviour

Every pupil has a personal responsibility to work hard and do their best in class, every day; every lesson. Being a Premiership Player/Superstar is about:

- how well you listen
- how hard you work
- how much you do

A Premiership [juniors] or Superstar [infants] point is awarded every morning and afternoon unless relegated for not meeting one of the above expectations. Half termly scores are communicated on a certificate. 100% PP/SS pupils are also entered into a lucky dip draw at the end of each block. There is an additional cross class 'house' league for points earned in KS2 rotating topics.

#### \*\*Safe and Happy Playground

The following rules were again, agreed in consultation with our children:

- Different adults, different activities, same respect, always everywhere!
- No rough play.
- Walk sensibly onto the playground and back into school.
- If there is a problem or you are sad, tell an adult straight away.
- Wait for permission from an adult to use any playground equipment.
- Always tidy away any games or equipment at the end of break.

At the end of break:

1<sup>st</sup> whistle blows - stop!

2<sup>nd</sup> whistle blows - walk straight to your line

Give the member of staff in charge your full attention!

### Consequences

Consequences for inappropriate behaviour in addition to the loss of universal rewards explained below may vary depending on the behaviour and age of child. Consequences will often involve some sort of 'missing out' eg. part or all of a break.

In addition to a consequence, we expect that in follow up:

- apologies will be offered
- there will be some attempt to 'put things right
- a change of behaviour will be evident

| Level: Universal                 | Actions  |
|----------------------------------|--|
| TEAM sticker/ certificate        | Half termly sticker on certificate   |
| 'Premiership/ Superstar' points* | Half termly score on certificate   |
| Playground points                | Half termly score on certificate   |
| 'Red alert' incidents            | Anything that needs recording!   |
| End of year 'dashboard'          | Log of certificate scores, including any movement to managed stages and 'red alerts' |
| Golden tickets from class        | Weekly 'lucky dip'   |
| Golden tickets from playground   | Weekly 'lucky dip'   |
| Class TEAM treat                 | Whole class half termly reward activity  |

For the TEAM treat, classes work towards a shared 'reward' for the half term eg. extra PE, cookery, extra art, 'bring a game to school', DVD etc... Particularly at the end of a half term, TEAM treat should not take up more than one lesson. If there is a whole school 'treat' event planned eg. M&M Productions visit, this would ideally be combined as class TEAM treat to avoid too much disruption to the timetable. Individuals are not to be left out of the TEAM activity as it is a communal reward. There are clear procedures for managing an individual's behaviour, including appropriate consequences. *Nb. Where an incident is still 'raw', time out of a TEAM treat may be necessary to show 'fairness' to others.*

## Stage 1 [B1]

At stage B1, there has been a dip in behaviour; behaviour needs watching!

| Level: B1 – dip in behaviour/ monitor  | Actions  |
|--|--|
| <p>Triggers</p> <ul style="list-style-type: none"> <li>• PP/SS score falls below 90%</li> <li>• 10+ playground relegations</li> <li>• 3 red alerts incidents</li> </ul> <p><i>Nb. 5 playground relegations trigger a lost break and every multiple of 5 after that. Immediate lost breaks may be given for red alert incidents at the discretion of the headteacher or staff dealing with an incident on her behalf.</i></p> | <p>Parent notified [usually by class teacher]</p> <p>Pupil meeting TEAM sticker on hold</p> <p>Recovery: two <u>consecutive</u> weeks with no more than 1 relegation</p> <p><i>If recovered, a new start but a further dip will trigger the process again.</i></p> <p>TEAM sticker lost</p> <p>'Dip' will show in block certificate scores</p> <p>'Dip' will show on end of year dashboard</p> |

## Stage 2 [B2]

| Level: B2 - behaviour plan  | Action  |
|---|---|
| <p>Triggers</p> <ul style="list-style-type: none"> <li>• More than 2 'dips' to B1</li> <li>• More serious change of behaviour/ pattern</li> </ul> | <ul style="list-style-type: none"> <li>• B2 plan</li> <li>• Opens with a parent meeting</li> <li>• Pupil meeting</li> <li>• Weekly monitoring of B2 plan</li> <li>• Review at approx. 4 weeks</li> <li>• Can close or issue again</li> <li>• Universal behaviour systems still apply</li> </ul> |

*NB. At stage B1 and B2, a referral can be made to the Learning Mentor if appropriate.*

## Stage 3 [B3]

| Level: B3 - high risk behaviour  | Action  |
|--|---|
| <p><i>Pupils may be at B3 for various reasons, sometimes because of SEN or other complex needs. Often will stay at level B3 with plan throughout.</i></p> <p><i>All universal accountability still applies</i></p> | <ul style="list-style-type: none"> <li>• B3 plan</li> <li>• 'Emergency' plan if needed Detailed daily log/ diary</li> <li>• Parent review meetings ongoing approx. as regular as appropriate but no fewer than half termly</li> <li>• High level adult supervision</li> </ul> |

*although in context with need. Small improvements should be recognised even if still falling below the universal rewards*

- Referral to Learning Mentor
- Often other agency involvement eg. Targeted Educational Support Service, Educational Psychologist
- Internal and fixed term exclusion if self or other pupils or staff are at risk or subject to unreasonable abuse.

Reviewed: September 2017  
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